

**SIMON FRASER UNIVERSITY**  
**EDUCATION 423-4**  
**TEACHING AND TEACHER EFFECTIVENESS**  
**(SITE)**

Summer Session, 1991  
(July 2 - August 9)  
Tuesday & Thursday, 12:30 a.m. – 4:50 p.m.  
Location: MPX 8680

Instructor: A. Tindill

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**PREREQUISITE:** 60 hours of credit. EDUC. 220, or equivalent. EDUC. 320 recommended.

**COURSE OVERVIEW**

This course is designed to reexamine the paradigm created through the effective schools literature and to challenge the findings within that model through comparison to current notions of teachers as leaders under the umbrella of “restructuring.” With the initiatives contained in the *Year 2000* document, the profession is being asked to work in new ways, ways which will require a great deal of change in order to effectively implement the imperatives. In this milieu, teacher effectiveness assumes a new meaning. Processes to achieve this end will be examined and discussed.

**COURSE OBJECTIVES**

- to critically examine school improvement notions from the past;
- to reexamine teacher effectiveness literature;
- to discuss current literature on teacher effectiveness;
- to consider restructuring literature and contemporary applications;
- to apply *Year 2000* initiatives to what is known about the change process and working with adults;
- to examine possibilities for new approaches to teacher effectiveness for the 1990’s;
- to develop skills in working with adults in order to foster the development of teacher leaders

**TOPICS**

- School improvement
- Past teacher effectiveness programs
- Future teacher effectiveness strategies
- Key issues in *Year 2000* document:
  - a. process learning;
  - b. integrated curricular;
  - c. assessment/evaluation
- Restructuring
- Adult learning curves
- Change strategy skills
- Developing teacher leaders
- Teachers leading teachers

**COURSE ASSESSMENT**

Criteria will be shared in class.

**N.B.:** This course is cross listed with EDUC 823-5